Term: Winter, 2015  
Instructor: Reila Bird  
Room: Education 215  
Sections, Dates & Time:  
010- M/W 830-945 am  
020- T/TH 830-945 am  
030- T/TH 1130-1245 pm

Course purposes: Experiential learning can be understood as the kinds of honori
ng and interactive learning environments, activities, and assessments which teach
ers establish with children, families, and communities. Experiential learning can a
do also be understood as indelibly connected with the unfolding of identities, of l
ives. In this understanding of experiential learning teachers, children, families, 
and community members are seen as co-inquirers who are collectively engaged in attending to the experiential, and therefore, temporal, social, and place aspects of identity making, of life making. In ECE 325 we will explore both understanding of experiential learning.

Course overview: The course is organized to enhance participants' practical and theoretical understandings of children's experiential learning in both their familial curriculum-making worlds and in their school curriculum-making worlds. Course purposes will be met through weekly readings, class activities, and unfolding inquiry. A central focus within each of these purposes is our collective work to shape a responsive community, a space where all members of the course intentionally seek to grow through dialogue with ideas and with one another. Key in this negotiation is attention to:

- Valuing knowledge shaped through sustained relationships and conversations;
- Respectful listening which requires continuous commitment to imagine what someone is experiencing;
- Response to another person’s thinking that comes from a deep sense of living ethically ~ responsibly with them while trying to understand what it is to be them and what it is to be ourselves in their eyes;
- Staying open to inquiry and puzzling through possibilities instead of searching for “right” answers;
- Staying with and inquiring into felt tensions so as to learn from them;
- Honouring that the stories people share are intimately connected with their experiences, their identities; and,
- Recognizing that we are each in a process of becoming.

Equity and respect: The Faculty of Education and the University of Regina are committed to providing an environment of equity and respect for all people and to educating faculty and students in developing inclusive learning contexts and experiences welcoming to all. My intentions are to work alongside you to shape a classroom space and academic work that appreciates, fosters, and promotes values of human dignity, equity, non-discrimination, and respect for diversity.


Additional curriculum resources available on-line at http://www.curriculum.gov.sk.ca/

- Early Years Evaluation (EYE) A Guide for Teachers to Engage Families

Course Schedule and Important Information: Can be found online at UR Wikispaces http://ece325experientiallearning.uregina.wikispaces.net/

Course Experiences: Four course experiences are outlined below.

1. Attendance, Participation & Professionalism  20% of final grade

- Attendance, engagement and participation are crucial in this course. You need to come prepared which means having done the textbook reading(s) and have completed chapter notes and/or responses to writing prompts. There will be a number of small class assignments that students are expected to complete. These small assignments aim to facilitate class discussions and/or deepen critical reflection into the readings. I will collect them at the end of class.
- Class participation includes active, respectful participation and listening while respecting others’ views. You are encouraged to make thoughtful contributions that advance conversation in both small and large circle talks in a professional manner. (see STF Code of Ethics https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjVy0w7Zkl/ks6g2u00gzAtsk=F#https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/LfyjbyjxzsXph3QJL+KRM=F)
- Attendance will be taken at each class.

2. Engaging with Course Readings & Community Circle Facilitation – 10% of final grade

- During the first class we will organize into “circle talk” groups. Each group will be responsible for reading the weekly assigned chapters and, in a spirit of supporting one another's growth, each group generate 3 discussion questions and facilitate the community circle—in relation with children’s experiential learning and its implications for the student, learner and teacher.
- As part of this experience, you will be asked to submit a final “reflective letter” where you critically respond to the chapters and to circle talk discussions. Responses should highlight resonances, new learnings, questions, tensions and so on. (see the section ‘calendar’ on wikispaces for the Reflective Letter due date)

3. Experiential Learning Workshop – 30% of final grade

- The purpose of this course experience, to be undertaken in small groups with a maximum of 5 people, is the serious study of some aspect of experiential learning which will be shared with all class members in the form of a 45-minute INTERACTIVE workshop. Each workshop should include a detailed brochure for each class member to take away which includes theoretical and
practical information as well as potential local, living, hands-on, and web-based resources. (see the section ‘calendar’ on wikispaces calendar for the workshop dates)

4. **Experiential Experience Design: 40% of final grade**

- The purpose of this course experience is to synthesize your learnings from class where by developing and designing an “experiential experience” for children in an early childhood classroom. You are encouraged to visit at least two early childhood classrooms for observation/inquiry purposes over the course of the semester. You will be asked to reflect on your visits. These visits are informal and are to be arranged independently. Please talk to me if you require assistance.
- Following your visitations, you are to design a practical “experiential experience” that can be used in your future classroom. Your design must be supported by a visual representation, and a written explanation must be provided outlining curricular connections and objectives. (see the Section ‘calendar’ on wikispaces the Experiential Experience Design due date)

**Course Assessment:**

The typical range of grades in 300-level courses is 71-88% based on the following Faculty of Education percentages and grading criteria:

<table>
<thead>
<tr>
<th>Percentage Grade</th>
<th>Assessment Criteria</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>An <strong>outstanding</strong> performance with very strong evidence of: An insightful and comprehensive grasp of subject matter; / A clear ability to make sound and original critical evaluation of the material given; / Outstanding capacity for original creative and/or logical thought; / An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.</td>
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<tr>
<td>80-89%</td>
<td>Very <strong>good</strong> performance with strong evidence of: A comprehensive grasp of the subject matter; / An ability to make sound critical evaluation of the material given; / A good capacity for original, creative, and/or logical thinking; A very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.</td>
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<td>70-79%</td>
<td><strong>Above average</strong> performance with evidence of: A substantial knowledge of the subject matter; / A good understanding of the relevant issues and a good familiarity with the relevant literature and techniques; / Some capacity for original, creative, and/or logical thinking; / An above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner; and / To express thoughts both in speech and in writing.</td>
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<tr>
<td>60-69%</td>
<td>A generally <strong>satisfactory</strong> and intellectually adequate performance with evidence of: An acceptable basic grasp of the subject material; / A fair understanding of the relevant issues; / A general familiarity with the relevant literature and techniques; / An ability to develop solutions to moderately difficult problems related to the subject matter; / A moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.</td>
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<tr>
<td>50-59%</td>
<td>A <strong>barely acceptable</strong> performance with evidence of: A familiarity with the subject matter; / Some evidence that analytical skills have been developed; / Some understanding of relevant issues; / Some familiarity with the relevant literature and techniques; / Partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical matter; / Basic competence in writing.</td>
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<tr>
<td>0-49%</td>
<td><strong>Unacceptable</strong> performance</td>
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*See also page 34-35 in the University of Regina 2010-2011 Undergraduate Calendar*

As directed by the associate Dean of Faculty Development and Human Resources, instructors are to stay within the grading norms for the Faculty. The mean (or average) grade for each assignment/exam/course should be approximately 75% and most students should receive a mark that falls within the range of 67-82% (or one standard deviation of the mean).
University of Regina & Faculty of Education
Summary of Academic Regulations & Reminders

Please refer to §5.13 of the University of Regina Undergraduate Calendar for more information or please visit the website at http://www.uregina.ca/gencal/ugcal/

1. **Attendance and Punctuality** – Regular attendance is essential in all classes and if a class is missed it is incumbent upon the student to be responsible for all material covered during the class and any corresponding assignments. As well, group activities and assignments are often negatively affected by the absence of students. Instructors will monitor student attendance.

2. **Cheating** – (University of Regina Undergraduate Calendar, 2011-2012, p. 39)
Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:
- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one’s behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

3. **Invigilators’ Rights** – An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student’s (or other students’) ability to complete the examination. If the student refuses to cooperate, the invigilator cannot do more except to make written note of the students’ refusal when reporting on the matter under the disciplinary regulations.

4. **Harassment** – All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person.

5. **Late Assignments** – Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student.

6. **Plagiarism** – The Faculty of Education encourages students to obtain materials from multiple and varied sources for assignments; however, it is a student’s responsibility to acknowledge the sources when submitting work for credit.

7. **Language Competence** – Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.

8. **Special Needs** – Students, who because of a disability may have a need for accommodations, please discuss this with your instructor as soon as possible. You may also wish to contact the Centre for Student Accessibility (RC 251) at 585-4631 or by email accessibility@uregina.ca.

9. **Unprofessional Conduct** – The Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education programs. The procedures specify processes for screening, regulating and monitoring professional conduct.